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*Mongolism

ABSTRACT

Containing 53 references selected from "Exceptional Child Education Abstracts", the bibliography cites research reports, conference papers, journal articles, texts, and program guides in the area of mongolism. The bibliography is one in a series of over 50 similar selected listings in various areas of exceptional child education, and includes bibliographical data, availability information, indexing and retrieval descriptors, and abstracts for each reference. (RD)

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MONGOLISM

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

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ABSTRACTS

ABSTRACT 10178

EC 01 0178 ED 018 018
 Publ. Date 66
 Jordan, Thomas E.
Perspectives in Mental Retardation.
 EDRS not available

Descriptors: exceptional child education; mentally handicapped; language; child development; family (sociological unit); research needs; institutional environment; clinical diagnosis; admission criteria; individual characteristics; reinforcement; environmental influences; mongolism; speech therapy; speech handicapped; aphasia; psychotic children; etiology; prenatal influences; minimally brain injured

Thirty-three articles illustrate the editor's formulation of issues concerning the problem of mental retardation--(1) the tripartite (ontological, functional, and ecological) nature of retardation, (2) the necessity to move beyond a single discipline in dealing with retardation, (3) the number of agencies now involved in study and care, and (4) the need for research and exchange between disciplines. The papers are further selected for historical, continuing, or cross-disciplinary importance and to provide greater dissemination. The 11-part book contains an introduction and three articles on each of these topics--the dimensions of retardation, the family, the institution, characteristics of retardation, language, psychodiagnostics, sources of mental retardation, patterns of development, therapeutic considerations, instruction, and independent living. The articles contain notes and references. This document was published by the Southern Illinois University Press, Carbondale, Illinois 62901, and is available for \$8.00. (DF)

ABSTRACT 10226

EC 01 0226 ED 018 056
 Publ. Date 66
 Penrose, L. S.; Smith, G. F.
Down's Anomaly.
 EDRS not available

Descriptors: exceptional child education; mentally handicapped; child development; identification; mongolism; historical reviews; physical characteristics; pathology; physical development; mental development; clinical diagnosis; etiology; medical treatment; genetics; prevention; medical evaluation; biological influences; incidence; statistical data

Both clinical and pathological aspects and mathematical elaborations of Down's anomaly, known also as mongolism, are presented in this reference manual for professional personnel. Information provided concerns (1) historical studies, (2) physical signs, (3) bones and muscles, (4) mental development, (5) dermatoglyphs, (6) hematology, (7)

biochemistry, (8) clinical diagnosis, (9) cytology, (10) vital statistics, (11) etiology, and (12) treatment. A total of 78 tables and 80 figures is included. Nearly 700 references are cited. An index of names and a subject index accompany the text. This document was published by Little, Brown and Company, Boston, Massachusetts, and is available for \$8.00. (JD)

ABSTRACT 10227

EC 01 0227 ED 018 057
 Publ. Date 67
 Crome, L.; Stern, J.
The Pathology of Mental Retardation.
 EDRS not available

Descriptors: exceptional child research; mentally handicapped; pathology; etiology; biochemistry; clinical diagnosis; genetics; pregnancy; prenatal influences; environmental influences; biological influences; mongolism; diseases; laboratory techniques; medical research; mental retardation; neurological defects

Data from recent comprehensive studies of the pathology of mental retardation are assembled, including material on etiology, morphology, biochemistry, and laboratory diagnosis. Areas covered are (1) genetic causes of mental retardation, (2) disorders of gestation, (3) birth injury, (4) general considerations of postnatal causes of mental retardation, (5) general pathological aspects, (6) nonspecific biochemical abnormalities in the body fluids, (7) Down's disease, (8) hydrocephalus, the phakomatoses, (9) metabolic diseases, (10) the lipidoses and the leucodystrophies, (11) aminoacidurias, (12) other neurometabolic diseases, and (13) miscellaneous conditions. A total of 129 illustrations is included, and a bibliography is given for each of the 13 areas considered. Appendixes describe and provide references for 21 laboratory techniques. Author and subject indexes are provided for the text. This book was published by Little, Brown and Company, Boston, Massachusetts 02106, and is available for \$17.50. (JD)

ABSTRACT 10346

EC 01 0346 ED 019 795
 Publ. Date 65
 Hilliard, L. T.; Kirman, Brian H.
Mental Deficiency. Second Edition.
 EDRS not available

Descriptors: exceptional child research; mentally handicapped; vocational education; multiply handicapped; legislation; mental retardation; social background; etiology; prenatal influences; pathology; psychological characteristics; diseases; injuries; clinical diagnosis; infants; academically handicapped; educational needs; biochemistry; mongolism; medical treatment; child rearing; employment; genetics; biological influences; England

Revised to include legislative and administrative procedures new in Britain since the 1957 edition, the text includes recent advances in etiology, pathology, and treatment of mental deficiency. Consideration of the background of mental deficiency includes historical and legal aspects, the social background of mental defect, prenatal causes of mental defect, natal and postnatal causes of mental defect, general pathological aspects, pathology of certain syndromes, and psychological aspects. The discussion of the mentally handicapped individual covers the backward baby, the educationally stubborn child, the ineducable child, the physically handicapped child, the mentally disturbed child, the adolescent and adult defective, Down's disease (mongolism), metabolic syndromes, and morphological syndromes. Treatment and training are also described, including medical care, home care, education and training, employment and rehabilitation, and advice to parents. Bibliographies are provided for each topic. A total of 120 illustrations is included. Authors whose studies are cited throughout the book are indexed. This document was published by Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106, and is available for \$18.00. (JD)

ABSTRACT 10360

EC 01 0360 ED 019 764
 Publ. Date 65
 Carter, Charles H., Comp.
Medical Aspects of Mental Retardation.
 EDRS not available

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; clinical diagnosis; children; medical evaluation; handicap detection; mental retardation; etiology; minimally brain injured; community services; community attitudes; electroencephalography; genetics; injuries; infectious diseases; mongolism; biological influences; cerebral dominance; neurological defects; neurologically handicapped; physical characteristics; physical development; psychomotor skills; diseases; psychotherapy; medical treatment; environmental influences

To aid physicians and other specialists in diagnosing cases of mental retardation and in counseling parents, the book presents medical information, including recent advances. Thirty-two authorities contribute chapters in such areas as diagnosis, metabolism, nutrition, etiology, mongolism, cranial abnormalities, birth injuries, infections, genetics, hormones, medical treatment, and the child in society. Most chapters include summaries and reference bibliographies. Author and subject indexes are provided

for the complete collection. This document was published by Charles C Thomas, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for \$32.75. (EB)

ABSTRACT 10595

EC 01 0595 ED 021 376
Publ. Date 67 99p.
Wolstenholme, G. E. W., Ed.; Porter, Ruth, Ed.

Mongolism. CIBA Foundation Study Group Number 25.

Ciba Foundation, Basle, Switzerland
EDRS not available
Little, Brown, And Company, 34 Beacon Street, Boston, Massachusetts 02106 (\$3.50).

Descriptors: exceptional child research; mentally handicapped; mongolism; research projects; medical research; biochemistry; genetics; heredity; medical evaluation; conference reports

Resulting from a 1-day conference on mongolism, the book contains research studies and discussion summaries. Papers include Parental Age, Live-Birth Order, and Pregnancy-Free Interval in Down's Syndrome in Japan by E. Matsunaga, Consanguineous Marriages and Mongolism by H. Foressman and H.O. Akesson, Correlation of Dermal Patterns on Finger-Tips and Toes in Mongolism by G.F. Smith, A Suggested Use of Dermatoglyphic Analysis in Mongolism by L.S. Penrose, DNA Synthesis in Cells Grown in Tissue Culture from Patients with Mongolism by U. Mitwoch, DNA Replication Patterns of Chromosomes Numbers 21-22 in Female Mosaic Mongols by M. Fraccaro and others, and Abnormal Granulocyte Kinetics: An Explanation for the Atypical Granulocyte Enzyme Activities Observed in Trisomy 21 by W.J. Mellman and others. Tables, figures, photographs, and reference lists are given. A historical introduction to J.L. Down is provided, along with an explanation of the conference's sponsorship and a list of foundation officials and conference participants. (BW)

ABSTRACT 10661

EC 01 0661 ED N.A.
Publ. Date Mar 67 9p.
Renwick, D. H. G.

Estimating Prevalence of Certain Chronic Childhood Conditions by Use of a Central Registry.

British Columbia Department Of Health Services And Hospital Insurance, Vancouver, Canada

EDRS not available
Public Health Reports: V82 N3 P261-9
Mar 1967

Descriptors: exceptional child research; incidence; mongolism; cardiac (person); cleft lip; cleft palate; mental retardation; physical handicaps; cerebral palsy; epilepsy; deaf; hearing loss; handicapped children; statistical data; special services; aurally handicapped; mentally handicapped; speech handicapped; physically handicapped; special health problems; British Columbia; Canada
In estimating minimal prevalence rates of chronic childhood conditions, the

central registry for the handicapped in British Columbia (Canada) is expected to approximate true prevalence rates of these conditions to the community. Certain conditions are divided into three groups: congenital (not detected at birth or early years), and chronic (occurring in prenatal, natal, or postnatal period). The changing relationship between true and estimated prevalence rates along the age scale, and casefinding and estimated prevalence patterns discuss the effects of the age factor. Estimated prevalence rates are reported for mongolism, congenital heart defects, club foot, cleft lip and palate, mental retardation, cerebral palsy, epilepsy, and deafness and hearing impairment. Both limitations and importance of the registry are discussed. (DF)

ABSTRACT 10746

EC 01 0746 ED N.A.
Publ. Date 65 84p.
Allan, J. D., Ed.; Holt, K. S., Ed.

Biochemical Approaches to Mental Handicap in Childhood: A Symposium of the Society of Inborn Errors of Metabolism (Liverpool University, England, September 16, 1964).

EDRS not available
The Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$4.50).

Descriptors: exceptional child research; mentally handicapped; biochemistry; etiology; mongolism; autism; clinical diagnosis; neurology; physiology; anomalies; biological influences; heredity; genetics; diseases; medical treatment; dietetics

Recent findings in research on metabolic disorders and the viewpoints of particular disciplines are considered. The growth and fusion of biochemistry and genetics are discussed, including biochemical surveys of mental handicap. Reports are presented on the detection and significance of heterozygotes in neuro-metabolic disorders, infantile spasms and tryptophan metabolism, biochemical aspects of Down's syndrome, and problems of infantile autism. Implications of special diets in the treatment of biochemical disorders and progress in treating the Maple Syrup Urine Disease are described. (RP)

ABSTRACT 10752

EC 01 0752 ED N.A.
Publ. Date 68 25p.

Hello World.

President's Committee On Mental Retardation, Washington, D. C.

EDRS not available

The President's Committee On Mental Retardation, Washington, D. C. 20201.

Descriptors: exceptional child education; mentally handicapped; disadvantaged youth; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; mongolism; prevention; etiology; parent education; volunteers; careers; public support

Meant to further an understanding of

the mentally retarded, the pamphlet presents examples of retardation caused by poverty and by inborn defect and considers the care and training of the severely and profoundly retarded and the prevention of mental retardation. Also considered are advice to parents, the need for volunteers, careers in working with the retarded, and areas in which concerned citizens may help. (LE)

ABSTRACT 10760

EC 01 0760 ED 023 201
Publ. Date 67 95p.
Cratty, Bryant J.

Developmental Sequences of Perceptual-Motor Tasks, Movement Activities for Neurologically Handicapped and Retarded Children and Youth.

EDRS not available
Educational Activities, Inc., P. O. Box 392, Freeport New York 11520 (\$2.95).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; physical education; teaching methods; educable mentally handicapped; trainable mentally handicapped; mongolism; children; neurologically handicapped; adolescents; physical fitness; physical activities; games; sequential learning curriculum guides; development; perceptual motor coordination
Intended for special education and physical education teachers, the handbook presents selected developmental sequences of activities based on the analysis of perceptual motor characteristics of groups of retarded and neurologically handicapped children. Four classifications of children and their perceptual motor characteristics are discussed: the trainable retarded, the educable retarded, mongoloids, and the neurologically handicapped. Teaching guidelines are given for presentation of motor activities, and specific programs are outlined for evaluation and graded development. Areas covered are body image (perceptions of the body and its position in space), balance, locomotion, agility, strength and endurance plus flexibility (fitness), catching and throwing balls, manual abilities, and moving and thinking. The importance of the initial evaluation of children in program planning is reviewed, and model programs for the four classifications of children are outlined. A glossary and a 123-item bibliography, which includes sources of games and similar activities, are provided. (SB)

ABSTRACT 10829

EC 01 0829 ED 025 888
Publ. Date 01 Sep 68 14p.

Comprehension and Imitation of Sentences by Mongoloid Children as a Function of Translational Complexity. Studies in Language and Language Behavior. Progress Report Number VII.

Michigan University, Ann Arbor Center For Research On Language And Language Behavior
Office Of Education (DHEW), Washington, D. C.;
Wayne County Intermediate School District

EDRS mf,hc
OEC-3-6-061784-0508
BR-6-1784

Descriptors: exceptional child research; mentally handicapped; language; cognitive processes; trainable mentally handicapped; comprehension; kernel sentences; negative forms (language); transformations (language); verbal stimuli; verbal tests; mongolism; generative grammar; transformation generative grammar

The effect of sentence complexity on the ability of 40 trainable mentally retarded mongoloids (median IQ 34.3) to comprehend and imitate verbally presented strings was examined in two studies. Comprehension ability was tested by asking each subject to indicate which of two pictures was being described in the sentence spoken by the examiner. Eight stimulus sentences were given for each pair of pictures, simple declarative or kernel, negative, passive, and negative passive. Kernel sentences were comprehended significantly more often than chance expectancy (p less than .08) but negative sentences less often than chance (p less than .02). Imitation of kernel sentences (obligatory transformations only) was significantly better than imitation of sentences in which optional transformations had been applied (p less than .05). No significant differences in accuracy of imitation were observed among the strings with optional transformations. Competence and performance variables were considered to affect the ability of trainables to deal with verbal stimuli and further studies emphasizing the negative marker are recommended. (Author)

ABSTRACT 10832

EC 01 0832 ED 025 891
Publ. Date 13 Sep 68 41p.
MacCubrey, Mary Katherine
Verbal Operant Conditioning of Young Mongoloid Children. Final Report.
Saint Anne's School, Arlington Heights, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-0-8-084038-4465(032)
BR-8-4038

Descriptors: exceptional child research; mentally handicapped; verbal development; behavior; operant conditioning; case records; trainable mentally handicapped; mongolism; institutionalized (persons); verbal ability; language skills; group instruction; verbal operant conditioning; measurement instruments; reinforcement; behavior change; language usage; teaching methods; speech skills
Operant conditioning techniques were used to modify verbal behavior in 18 institutionalized, trainable mentally handicapped mongoloids with chronological ages from 4-6 to 7-10 and mental ages from 2.0 to 2.10. Two instruments were constructed to evaluate language: a language test and a speech rating scale. Project leaders had no prior knowledge of the language test. The six children in

group 1 received five 15- to 40-minute group conditioning sessions daily. Shaping was used to condition object and picture naming, descriptions of action pictures in word combinations, and discrimination of colors and polar opposites. Operant procedures were used to lengthen attention span and increase verbal production. The six children in group 2 spent 7 weeks in the enriched experimental environment, but received no conditioning; the six in group 3 remained in the institution. Five of six members of group 1 significantly increased their scores on the Stanford-Binet posttest; one from group 2 and none from group 3 increased significantly. On the speech rating scale, group 1 showed significantly greater improvement than group 2. Major changes were observed in the social behavior of the 12 subjects who resided in the research facility. (Author/RP)

ABSTRACT 10931

EC 01 0931 ED 026 775
Publ. Date 68 262p.
Jervis, George A., Ed.
Expanding Concepts in Mental Retardation: Scientific Symposium of the Joseph P. Kennedy, Jr., Foundation (3rd, Boston, Massachusetts, 1966).
Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child research; mentally handicapped; environmental influences; learning; biological sciences; genetics; mongolism; neurology; nutrition; physiology; physical fitness; cultural disadvantage; operant conditioning; institutionalized (persons); vocational rehabilitation; recreation; community programs

The genetics of mental retardation are discussed in terms of geographical isolates, prospects for prevention of trisomic conditions, populations genetics, and cytogenetics of Down's syndrome; problems of neurogenesis described are anabolic pathways of galactose and glucose metabolism, abnormal cell migrations in developing brains, and genetic control; nutrition and undernutrition, and the nervous system and subnormality are also considered. Deprivation factors in mental retardation include institutional factors, day care programs for the disadvantaged, effects of Head Start, and outer directedness in problems solving. Memory formation in goldfish, the postnatal origin of microneurons, and the role of proteins in neuronal membrane functions are considered in biological basis of learning. Operant techniques in mental retardation involve research on academic education, short term memory and rote learning, instruction in an institution, and establishing tone control and evaluating the hearing of the severely retarded. The socioeconomic of mental retardation, institutionalization, adjustment, community approaches, and rehabilitation of the severely retarded

are discussed under rehabilitation. Included in the section on physical performances are physical performances of the trainable retarded, diagnosis and prescription, recreation, the factor structure of motor abilities, and current status of research. (RP)

ABSTRACT 11195

EC 01 1195 ED 027 684
Publ. Date 69 483p.
Sarason, Seymour B.; Doris, John
Psychological Problems in Mental Deficiency.
EDRS not available
Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016.

Descriptors: exceptional child research; mentally handicapped; identification; etiology; institutional environment; case records; research reviews (publications); disadvantaged youth; educational programs; family (sociological unit); intelligence tests; clinical diagnosis; mongolism; heredity; minimally brain injured; autism; social attitudes; environmental influences; biological sciences; followup studies

A statement of goals and the rationale for organization precede a historical discussion of mental deficiency and society. The problem of labels like IQ and brain injured and the consequences of the diagnostic process are illustrated by case histories; case studies are also used to examine the criteria used to decide who is retarded and to discuss the concept of cultural deprivation. Educational intervention and the effects of special classes, a 30-year study by Harold Skeels on the effects of institutionalization, and the climate of institutions and the problem of change are considered. M. Michael Klaber presents a preliminary research report on institutions and the retarded, and Frances Kaplan reports the development of a study on siblings of the retarded. Also discussed are the following: biological science and social attitudes, the origin and development of eugenics, and the use and misuse of Mendelism, sociopolitical factors in science, intelligence testing and social indictments, eugenics, and racism. Phenylketonuria, mongolism, other chromosomal anomalies, brain damage, and infantile autism are etiological factors described. (RP)

ABSTRACT 11262

EC 01 1262 ED N.A.
Publ. Date 64 229p.
Seagoe, May V.
Yesterday Was Tuesday, All Day and All Night: The Story of a Unique Education.
EDRS not available
Little, Brown And Company, 34 Beacon Street, Boston, Massachusetts 02106 (\$5.00).

Descriptors: exceptional child education; mentally handicapped; child development; teaching methods; family (sociological unit); mongolism; biographies; self actualization; self expression; language ability; childhood; early child-

hood; adult development; young adults; institutionalized (persons); tutoring; fathers; family attitudes; family life; achievement; case studies (education)

The story of a mongoloid's life is presented (1916-63) as seen through his diary and through his teachers' accounts. The child's family, his first attempts at reading and writing in a formal education setting, and his travels are described. Entries from his diary and comments inserted by May Seagoe illustrate the effect of his father's death and treat a period of drifting after which he was placed in a large eastern private school for the mentally retarded. The diary ends in 1959, but letters show his reactions to residential placement over a 4-year period until his death at age 47 in 1963. In an epilogue, the author considers a number of questions related to mongolism. (DF)

ABSTRACT 11372

EC 01 1372 ED N.A.
Publ. Date May 69 4p.
Johnson, Ronald C.; Abelson, Robert B.
Intellectual, Behavioral, and Physical Characteristics Associated with Trisomy, Translocation, and Mosaic Types of Down's Syndrome.
Western Interstate Commission For Higher Education, Boulder, Colorado
National Institute Of Child Health And Human Development, Bethesda, Maryland
EDRS not available
American Journal Of Mental Deficiency; V73 N6 P852-5 May 1969

Descriptors: exceptional child research; mentally handicapped; mongolism; comparative analysis; physical characteristics; etiology; intelligence differences; behavior problems; institutionalized (persons); Western Interstate Commission for Higher Education

Two hundred and fifty-four trisomy, 21 translocation, and 18 mosaic Down's syndrome cases were compared on intelligence test scores and on rated behavior. The translocations were highest, trisomies intermediate, and mosaics lowest in intellectual ability. Translocation cases tended to be more active and aggressive than trisomies and mosaics. The three groups did not differ in the number or kind of stigmata exhibited. (Author)

ABSTRACT 11382

EC 01 1382 ED N.A.
Publ. Date 66 56p.
Kramm, Elizabeth R.
Families of Mongoloid Children.
Welfare Administration (DHEW), Washington, D. C., Children's Bureau
EDRS not available
CB-401-1963
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.25).

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); family relationship; mongolism; family problems; parent attitudes; interviews; community attitudes; resi-

dential care; parent counseling; behavior problems; child rearing; identification

The interview responses of parents of 50 mongoloid children are presented and discussed. The parents' statements explain when and how they learned the child was a mongoloid and describe the child in the home and in the neighborhood with regard to traits, behavior, and discipline, explaining the child's acceptance by grandparents, brothers and sisters, and neighbors, fears about sexual maturity, and meeting special needs. Aspects of the future are discussed by parents of children on the waiting list for institutional placement and by parents of children not on the list; patterns of the two groups are defined. Responses concerning the effect on the parents treat marital closeness, family planning, social activities, and personal attitudes. Implications of the study involve information programs, initial counseling, guidance in supervision, services, institutionalization, and research. Two tables and 53 selected references are provided. (LE)

ABSTRACT 11412

EC 01 1412 ED N.A.
Publ. Date May 69 2p.
Johnson, Ronald C.; Abelson, Robert B.
The Behavioral Competence of Mongoloid and Non-Mongoloid Retardates.
Western Interstate Commission For Higher Education, Boulder, Colorado
National Institute Of Child Health And Human Development, Bethesda, Maryland
EDRS not available
American Journal Of Mental Deficiency; V73 N6 P856-7 May 1969

Descriptors: exceptional child research; mentally handicapped; mongolism; social adjustment; behavior patterns; interpersonal competence; communication skills; comparative analysis; self care skills; Western Interstate Commission for Higher Education

Mongoloids show greater social competence, as measured in terms of frequency with which they are capable of certain adaptive behaviors, than do nonmongoloids. However, mongoloids do appear to have a special problem in communicating to others, an area where the mongoloid-nonmongoloid comparison is markedly at variance with all other comparisons. (Author)

ABSTRACT 11428

EC 01 1428 ED N.A.
Publ. Date May 69 11p.
Conacher, D. G.
Mental Retardation in Angus County, Scotland.
Strathmartine Hospital, Scotland
EDRS not available
American Journal Of Mental Deficiency; V73 N6 P970-80 May 1969

Descriptors: exceptional child research; mentally handicapped; incidence; surveys; socioeconomic status; mongolism; cerebral palsy; epilepsy; infectious diseases; Scotland

The paper presents a report on a clinical and epidemiological survey of 205 mentally retarded persons in a Scottish County with a population of approximately 100,000 people. The clinical conditions studied include mongolism, cerebral palsy, phenylketonuria, epilepsy, postencephalomeningitic conditions and mild mental retardation. Data on the prevalence of these conditions are contained in the report. (Author)

ABSTRACT 11633

EC 01 1633 ED N.A.
Publ. Date Jan 68 5p.
Rosecrans, C. J.
The Relationship of Normal 21-Trisomy Mosaicism and Intellectual Development.
EDRS not available
American Journal Of Mental Deficiency; V72 N4 P562-6 Jan 1968

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; intelligence level; medical evaluation; research reviews (publications); genetics; anomalies; mongolism; prediction; cytology

A review of the 31 cases of mosaic Down's syndrome (normal/21 trisomy mosaicism) found in the literature investigated the correlation between aberrant cell percentages and intelligence. The 20 cases which reported intelligence yielded a mean IQ of 65, considerably higher than that generally reported for Down's syndrome. For the 20 cases, percentages of aberrant cells were correlated with intelligence; abnormal blood cells and IQ correlated minus .31 (p less than .10); abnormal skin cells correlated minus .89 (p less than .001); and highest percentage of either skin or blood cells correlated minus .68 (p less than .001). Correlations of chronological age with IQ, abnormal blood cells, or abnormal skin cells were not significant. For mosaic mongoloids, use of percentages of abnormal cells was suggested for assisting in prediction of intelligence. (L.E)

ABSTRACT 11660

EC 01 1660 ED N.A.
Publ. Date 68 445p.
Barsch, Ray H.
The Parent of the Handicapped Child: The Study of Child-Rearing Practices. American Lecture Series.
Easter Seal Development Center, Milwaukee, Wisconsin
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
P-M-3750
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$11.50).

Descriptors: exceptional child research; handicapped children; family (sociological unit); child rearing; rating scales; minimally brain injured; blind; cerebral palsy; deaf; mongolism; demography; parent attitudes; identification; communication (thought transfer); self care skills; discipline; sex education; community relations; parental aspiration; religion

A report of a 3 year study of the parents of blind, deaf, mongoloid, brain injured, and cerebral palsied children investigates child rearing practices. The data collection process and the demography of the five populations are discussed. Information is also provided on the following: identification and early infancy; patterns of communication; toilet training; rest and sleep; restrictions, demands, and allowances; sex behavior; sibling attitudes and family limitation; community relations; schooling and parental aspirations; discipline; religion; and parent perceptions and attitudes. The handicapped ranking scale is described, and a summary, critique, and proposals are given. The appendix includes parent questionnaires and behavioral rating scales. (RJ)

ABSTRACT 11681

EC 01 1681 ED 030 235
Publ. Date 68 18p.
Greenough, Diane

Comprehension and Imitation of Sentences by Institutionalized Trainable Mentally Retarded Children as a Function of Transformational Complexity.

Michigan University, Ann Arbor. Center For Research On Language And Language Behavior;

Mount Pleasant State Home And Training School, Mount Pleasant, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf, hc
BR-6-1784

Descriptors: exceptional child research; mentally handicapped; transformations (language); comprehension; imitation; cognitive processes; trainable mentally handicapped; institutionalized (persons); mongolism; pictorial stimuli; verbal stimuli; negative forms (language); kernel sentences; sentence structure; complexity level; deep structure; surface structure; language development

The ability of 31 institutionalized trainable mentally retarded mongoloid and nonmongoloid subjects (mean IQ equals 27.5) to comprehend and imitate verbally presented sentences of varying levels of grammatical complexity was examined. Eight stimulus sentences were spoken for four pairs of pictures, simple declarative or kernel, negative, passive, and negative passive. Subjects were asked to select one of a pair of pictures for each sentence and then to repeat the sentences. They correctly comprehended kernel sentences significantly more often than other kinds of sentences. Among nonmongoloid subjects, imitation of sentences to which one optional transformation had been applied was significantly better than imitation of sentences modified by two potential transformations. Chronological age was significantly associated with imitation ability in nonmongoloids (p less than .04); IQ and imitation ability were significantly associated in mongoloids (p less than .05), indicating that the ability to store verbal material for immediate recall is associated with general intellectual or cognitive abilities. (Author/RJ)

ABSTRACT 11803

EC 01 1803 ED N.A.
Publ. Date 66 14p.
Seagoe, May V.

Yesterday Was Tuesday: Issues in Language Instruction for the Severely Mentally Retarded.

University Of Southern California, Los Angeles, School Of Education

EDRS not available

University Of Southern California, School Of Education, Los Angeles, California 90007.

Published In The Fifth Annual Distinguished Lecture Series In Special Education, Summer 1966, P54-67.

Descriptors: exceptional child education; mentally handicapped; mongolism; case studies (education); language development; verbal development; language skills; written language; vocabulary development

With the help of a private tutor, a mentally handicapped child with verbal IQ score ranging from 55 to 65 learned to read at age 7 and reached a 7th grade reading level at maturity. At age 43 his grade placement on the Wide Range Achievement Test in word reading was 7.8. The subject also learned to write and kept diaries from age 12 to his residential placement at age 43. Analyses of sample diary entries revealed that there was rise in verbal output, vocabulary, word and sentence length, and difficulty of comprehension to age 25. This level was maintained to age 35 and thereafter gradually deteriorated. When he was 28 he taught himself Spanish and his diaries reflect more than 800 Spanish words over a 4-year period. The case suggests that assumptions regarding the language ability of the mentally handicapped and teaching methods should be reexamined. (RS)

ABSTRACT 11865

EC 01 1865 ED N.A.
Publ. Date Jan 68 8p.
Tizard, Barbara

Observations of Over-Active Imbecile Children in Controlled and Uncontrolled Environments, I. Classroom Studies.

EDRS not available

American Journal Of Mental Deficiency; V72 N4 P540-7 Jan 1968

Descriptors: exceptional child research; mentally handicapped; hyperactivity; behavior rating scales; identification; custodial mentally handicapped; mongolism

Two groups of severely subnormal institutionalized children, ages 8 to 10, IQ's around 20, were observed during free play. The first group consisted of nine children rated by teachers and nurses as very overactive; the second group, which served as controls, consisted of 11 rated not overactive. The overactive children moved about significantly more often than the control children but were not rebuked more often nor did they receive more attention from their teachers; they were not more aggressive than the control children, but they made

significantly fewer friendly contacts. The classical hyperkinetic syndrome was not seen, rather the overactive children showed a wide range of personality. There was some evidence that they had suffered brain damage of a kind different from that found in the control group. (Author/LE)

ABSTRACT 11969

EC 01 1969 ED 031 002
Publ. Date Oct 67 160p.
Payne, Dan And Others

A Comprehensive Description of Institutionalized Retardates in the Western United States. Final Report. Western Interstate Commission For Higher Education, Boulder, Colorado
National Institute Of Child Health And Human Development, Bethesda, Maryland

EDRS mf, hc

Descriptors: exceptional child research; mentally handicapped; census figures; institutionalized (persons); statistical data; data collection; cooperative programs; self care skills; intelligence; etiology; family relationship; behavior; sex differences; educational experience; individual characteristics; mongolism; family characteristics; research utilization; Western Interstate Commission for Higher Education; WICHE

For 3 years, from 1966-68, data were collected representing the behavioral, social, and medical characteristics of over 20,000 retardates, the residential population of 22 state institutions for the mentally retarded in 13 western states. The data were returned to the institutions where they stimulated research, program development, evaluation, and inter- and intrainstitutional cooperation. Research uses and administrative uses of the data are discussed and illustrated by studies comparing phenylketonurics and mongoloid retardates with matched retarded controls, studies presenting characteristics for subgroups of mongoloids, and other. Twelve graphs and 40 tables present descriptive data and statistical analyses. (LE)

ABSTRACT 20079

EC 02 0079 ED N.A.
Publ. Date Sep 69 4p.
Castaldo, Vincenzo

Down's Syndrome: A Study of Sleep Patterns Related to Level of Mental Retardation.

EDRS not available

American Journal Of Mental Deficiency; V74 N2 P187-90 Sept 1969

Descriptors: exceptional child research; mentally handicapped; sleep; electroencephalography; mongolism

EEG, EMG, and EOG were continuously recorded in 10 adolescent mongoloid male subjects who slept four consecutive nights in the laboratory. Subjects were divided in two groups matched for age; moderate and severe mental retardation. The severe group had less Rapid Eye Movement (REM) sleep time and greater REM-latency than the moderate group. The discussion of these results

referred to the possible relationship between REM-sleep and intellectual functioning, to the psychoanalytic theory of dreams and to recent biochemical discoveries. (Author)

ABSTRACT 20156

EC 02 0156 ED 031 822
 Publ. Date Aug 66 136p.
 Cratty, Bryant J.
Perceptual-Motor Attributes of Mentally Retarded Youth.
 Mental Retardation Services Board Of
 Los Angeles County, California
 EDRS mf.hc

Descriptors: exceptional child research; mentally handicapped; perceptual motor coordination; testing; evaluation methods; trainable mentally handicapped; educable mentally handicapped; mongolism; body image; physical activities; predictive ability (testing); test reliability; sex differences; age differences; racial differences

To evaluate six perceptual-motor attributes of trainable and educable mentally retarded children, a battery of tests was constructed which included body perception, gross agility, balance, locomotor ability, throwing, and tracking; 83 retarded subjects provided reliability data, and their scores, with those of 120 additional subjects, provided normative data. The educable mentally retarded (EMR) and educationally handicapped (EH) groups were significantly superior in all tests to the trainable mentally retarded and Down's Syndrome groups, especially when vision and movement were paired. The Down's Syndrome group evidenced the most marked perceptual-motor deficiencies. EH children had poorer crawling and walking patterns than the EMR's, and these two groups functioned best during late childhood and early adolescence. Children with Down's Syndrome made continual improvement with increased age in tracking ability, gross agility, and in body-part perception. The majority of all subjects had difficulty making left-right identifications relative to their bodies. The correlation between IQ's and total battery scores (based on 37 IQ's) was .63 while the age to total score correlation was .54. (RJ)

ABSTRACT 20456

EC 02 0456 ED N.A.
 Publ. Date May 67 13p.
 Hubschman, Eva
Experimental Language Development Program at the Nursery.
 North Jersey Training School, Totowa, New Jersey
 Public Health Service (DHEW), Bethesda, Maryland
 EDRS not available
 Eva Hubschman, North Jersey Training School, Box 169, Totowa, New Jersey 07511.
 Report Presented To The Annual Convention Of The American Association On Mental Deficiency (Denver, Colorado, May 15-20, 1967).

Descriptors: exceptional child research; mentally handicapped; language handi-

capped; mongolism; language development; trainable mentally handicapped; institutionalized (persons); speech instruction; speech therapy; preschool children; social development

To learn if language development in trainable young mongoloid children can be measurably accelerated by daily language stimulation lessons, and if these lessons will result in increments in general intelligence and social adaptation, 10 pairs of young mongoloid children were matched on sex, chronological age, mental age, and IQ. One child of each pair was then randomly assigned to the experimental or control group. The only difference in the daily routine of the children was the daily half-hour speech lesson which the children in the experimental group received. Language stimulation classes were taught by a speech aide (non-professional) under supervision of a speech therapist. All vocalization was encouraged and rewarded. Six months after the program started both the experimental and control groups were given a Language Modalities Test developed at the Training School. The test, consisting of six sections, showed a significant increase in MA, mean IQ, social age, social quotient, and total response for the experimental group indicating that daily language development lessons are beneficial for institutionalized retarded mongoloid children. (GD)

ABSTRACT 20571

EC 02 0571 ED N.A.
 Publ. Date Nov 65 6p.
 Hollien, Harry; Copeland, Ross H.
Speaking Fundamental Frequency (SFF) Characteristics of Mongoloid Girls.
 EDRS not available
 Journal Of Speech And Hearing Disorders; V30 N4 P344-9 Nov 1965

Descriptors: exceptional child research; mentally handicapped; mongolism; physical characteristics; speech; voice disorders; females; speech evaluation

To determine whether mongoloid girls exhibit abnormally low pitched voices, the speaking fundamental frequency of nine institutionalized females (mean age 123.3 months) was measured by phonelographic analysis of recordings. The mean frequency level of 244.8 was not significantly lower than the frequency means for normal girls aged 7, 8, and 11 (273.2, 286.5, and 258.0 respectively). Whispering speech was suggested as a reason for apparent voice abnormalities. (SN)

ABSTRACT 20765

EC 02 0765 ED N.A.
 Publ. Date Oct 65 11p.
 Argy, William P.
Montessori Versus Orthodox: A Study to Determine the Relative Improvement of the Preschool Child with Brain Damage Trained by One of the Two Methods.
 EDRS not available
 Rehabilitation Literature: V26 N10 P294-304 Oct 1965

Descriptors: exceptional child research; learning disabilities; teaching methods; preschool children; minimally brain injured; neurologically handicapped; preschool education; cerebral palsy; mongolism; motivation techniques; child development; methods research; individualized programs; Montessori Method

To compare the Montessori and Orthodox methods of teaching preschool children with brain damage associated with cerebral palsy, Mongolism, or other diagnoses, 71 brain damaged children were taught in two Montessori classes (40 children) and two Orthodox classes (31 children). The teaching program for the Orthodox classes was directed mainly toward the motivation of each child to participate according to his ability in 3, 4, and 5-year-old mental activities. In the Montessori classes each child worked individually at a different level. The children were matched into three groups according to chronological age (71 children), intelligence quotient (16 pairs of children), and mental age (18 pairs). The Gesell tests measured the developmental age of each child at the beginning and end of the study. The mean improvement which was computed in months for ambulation, hand skills, speech, and school variants was greater (in the Montessori classes) for ambulation and school variants in the IQ-matched groups and ambulation in the MA-matched groups. For eight out of the 12 comparisons, the mean changes in developmental quotients favored the Montessori classes; however, the numbers involved in the study were too small to warrant any conclusion that either method is superior to the other. (LE)

ABSTRACT 20804

EC 02 0804 ED N.A.
 Publ. Date 61 125p.
 Molloy, Julia S.
Teaching the Retarded Child to Talk: A Guide for Parents and Teachers.
 EDRS not available
 The John Day Company, 62 West 45th Street, New York, New York 10036 (\$3.50).

Descriptors: exceptional child education; mentally handicapped; preschool children; speech instruction; speech handicapped; speech improvement; home instruction; parent role; retarded speech development; language development; teaching methods; instructional materials; listening skills; social development; Mongolism

The guide for parents and teachers of young retarded children with speech problems presents the causes of speech difficulty and descriptions of the normal pattern of speech learning. Specific steps of instruction are provided including mouth exercises, listening skills, and vocabulary guidelines. The appendix lists recommended materials. (RD)

ABSTRACT 20919

EC 02 0919 ED 019 806
 Publ. Date Nov 66 7p.
 Gelhart, Robert P.

A Bibliography on Down's Syndrome.
Colorado State College, Greeley, Rocky
Mountain SEMC
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; mental retardation; bibliographies; medical research; genetics; heredity; etiology; child development; biochemistry

Eighty-five books and articles dealing with Down's syndrome (mongolism) are listed. Dating from 1933 through 1965, the items cited focus on biochemical and genetic factors as well as the development of the mongoloid child. (JD)

ABSTRACT 21126

EC 02 1126 ED N.A.
Publ. Date Nov 69 10p.
Cornwell, Anne Christake; Birch, Herbert G.

Psychological and Social Development in Home-Reared Children with Down's Syndrome (Mongolism).

EDRS not available
American Journal Of Mental Deficiency; V74 N3 P341-50 Nov 1969
Presented, In Part, At The Kennedy Foundation Scientific Symposium On Mental Retardation (Chicago, April 29, 1968).

Descriptors: exceptional child research; mongolism; social development; psychological characteristics; intelligence; language development; self care skills; age differences; family environment

Data on 44 home-reared children with Down's syndrome (mongolism) on the Stanford-Binet and on the Vineland Social Maturity Scale revealed a broad range of both intellectual and social competence. IQ scores decreased with age whereas SQ scores did not decline as systematically. The age-specific patterns indicated a slow accretion of certain social functions and concomitant impoverishment in advanced social skills. Severe limitations in language and conceptualization were noted throughout. The data supported the hypothesis that in Down's Syndrome there is both a developmental lag and an arrest of certain psychological and social capacities. (Author)

ABSTRACT 21261

EC 02 1261 ED 002 757
Publ. Date 30 Jun 58 67p.
Cantor, Gordon N.; Giradreau, Frederic L.

An Investigation of Discrimination Learning Ability in Mongoloid and Normal Children of Comparable Mental Age.

George Peabody College For Teachers, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-076

Descriptors: exceptional child research; mentally handicapped; perception; learning; auditory perception; psychomotor skills; special classes; institutional environment; mongolism; trainable mentally handicapped; learning processes

Discrimination learning processes in trainable mongoloid children were compared with those of normal preschool children. Four individual studies concerned with general behavior theory and mental deficiency examined whether such variables as transfer of training, acquired distinctiveness of cues, and acquired equivalence of cues known to facilitate or harm learning would operate in a similar manner with normal children and mongoloids. The first experiment was concerned with the ability to make a rhythmic discrimination, and asked the subjects to distinguish between patterns produced by metronomes beating at two different speeds. In addition, half the subjects in each group were required to duplicate the patterns, so that the effects of the resulting kinesthetic cues could be studied. The second experiment involved the role of attention sets in the learning of a simple button pressing task. The remaining studies were concerned with similar learning problems, with particular attention being paid to the role of discrimination sets and verbal mediation process. In the four experiments, behavioral variability was not noticeable in the institutionalized mongoloids, nor did the stereotype of a docile, compliant, well behaved individual hold up among the special class mongoloids. Although some of the latter appeared to conform to this expected pattern, others evidenced behavior which could be described as hyperactive, hostile, and rebellious. The complexities introduced indicated that it would be worthwhile to continue this comparative approach. (GC)

ABSTRACT 21283

EC 02 1283 ED 002 825
Publ. Date 25 Feb 60 46p.
Martin, William E.; Blum, Abraham H.
Psychological Characteristics Underlying the Educability of the Mentally Retarded Child. Part I. Concept Formation and Transposition in Young Mentally Retarded and Normal Children.

Purdue University, Lafayette, Indiana
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-7150 CRP-266

Descriptors: exceptional child research; learning; mentally handicapped; concept formation; learning difficulties; comparative analysis; discrimination learning; transfer of training; mongolism; attention control

Transposition and learning were studied in young mentally normal and mentally subnormal (familial mongoloid) children in order to determine the extent and nature of the learning deficit of the mentally retarded child. Two learning tasks were devised to permit sampling performance on successive series of discrimination tasks. Transfer of learning between the two tasks was assessed for the mentally normal and mentally subnormal subjects. Results were then correlated with chronological age, nature of

the stimulus, cue, sex, and mental groupings. On the first task, an oddity learning task, the total transposition scores of the three groups differed significantly. However, the difference disappeared after adjustment of mean difference in mental age. Scores of boys in the normal and familial groups were superior to scores of girls, whereas the reverse was observed in the mongoloid group. On the second task, there was no difference between normal and familial groups in incidence of transposition. It was concluded that, although deficits of familial subnormal children can probably be accounted for by their mental age, the discrimination and generalization deficits of mongoloid children cannot. The belief that learning deficit is critically related to the ability to direct and maintain attention was supported. (WN)

ABSTRACT 21483

EC 02 1483 ED 034 361
Publ. Date 69 135p.
Jacobs, Jerry

The Search for Help: A Study of the Retarded Child in the Community.

EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 (\$5.95).

Descriptors: exceptional child education; mentally handicapped; identification; educational programs; parent reaction; family relationship; preschool programs; teacher attitudes; mongolism; family problems; physicians; parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family; infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ABSTRACT 21613

EC 02 1613 ED N.A.
Publ. Date Jan 70 4p.
Milunsky, Aubrey

Glucose Intolerance in the Parents of Children with Down's Syndrome.

EDRS not available
American Journal Of Mental Deficiency; V74 N4 P475-8 Jan 1970

Descriptors: exceptional child research; mentally handicapped; heredity; mongolism; genetics; anomalies; diabetes; metabolism

Forty-two parents of 24 children with chromosomally-proved Down's syndrome had oral glucose tolerance tests. A two- to threefold increase in the

prevalence of chemical diabetes mellitus was noted in these parents (applying any of three different sets of diagnostic criteria), in contrast to the prevalence noted in a previously reported healthy adult population. Especially striking was the observed frequency (33.3 to 38.1%) of some abnormality in glucose tolerance among these parents. It is suggested that there may be a relationship between disturbances in carbohydrate metabolism, vascular disease, maternal age, and Down's syndrome. (Author)

ABSTRACT 21618

EC 02 1618 ED N.A.
Publ. Date Jan 70 7p.
Fisher, Lawrence
Attention Deficit in Brain Damaged Children.
EDRS not available
American Journal Of Mental Deficiency; V74 N4 P502-8 Jan 1970

Descriptors: exceptional child research; minimally brain injured; attention span; mentally handicapped; mongolism; intelligence level; learning disabilities; cognitive ability; intelligence quotient

In Study I, four of seven laboratory measures of attention were validated using teachers' ratings of attention skills as an external criterion. Sixty normal preschool children served as subjects. In Study II, differential attention deficit was examined among brain damaged groups of educables, trainable mongoloids, and trainable non-mongoloids with respect to IQ, sex, and etiology. IQ was found to be the only variable related to the pattern of attention deficit. A factor analysis revealed a general attention factor and a factor related to specific visual involvement. (Author)

ABSTRACT 21629

EC 02 1629 ED N.A.
Publ. Date Jan 70 5p.
Geciauskas, Michael A.; Cohen, M. Michael
Mesiodistal Crown Diameters of Permanent Teeth in Down's Syndrome (Mongolism).
EDRS not available
American Journal Of Mental Deficiency; V74 N4 P563-7 Jan 1970

Descriptors: exceptional child research; mentally handicapped; dental evaluation; mongolism; dentistry; tooth size

Plaster casts of the dentition of 50 individuals (21 males and 29 females) between the ages of 16 and 36 with Down's syndrome were measured and compared with measurements of 658 cases of normal North American Caucasians. The mesiodistal diameters were measured on all of the permanent maxillary and mandibular teeth with the exception of third molars, since many were unerupted or missing. All of the permanent teeth of the Down's patients except for the maxillary first molars and the mandibular central incisors showed a reduction in their mesiodistal diameters at a statistically significant level. (Author)

ABSTRACT 21785

EC 02 1785 ED N.A.
Publ. Date Nov 66 5p.
Junkala, John B.
Changes in PMA Relationships in Noninstitutionalized Mongoloids.
EDRS not available
American Journal Of Mental Deficiency; V71 N3 P460-4 Nov 1966

Descriptors: exceptional child research; mentally handicapped; cognitive processes; cognitive development; intelligence; age differences; mongolism; trainable mentally handicapped

The Primary Mental Abilities Test for ages 5 to 7 was administered to 79 noninstitutionalized mongoloids (mean age 16-6, mean mental age 5-4, mean IQ 39.3). Mental age means were not significantly different for groups with chronological ages below 15-7 or above 15-6 but were significantly greater for older than for younger groups. The same dichotomous distribution occurred in IQ means between groups aged below 13-7 and above 13-6. Correlation coefficients for all subtest combinations within both elements of each dichotomy showed no appreciable decreases with increasing chronological age in the degrees to which primary mental abilities were interrelated. There was little evidence to suggest differentiation of abilities in the older groups. (Author/LE)

ABSTRACT 21923

EC 02 1923 ED N.A.
Publ. Date Mar 70 6p.
Ellingson, Robert J. And Others
Clinical-EEG Relationships in Mongoloids Confirmed by Karyotype.
EDRS not available
American Journal Of Mental Deficiency; V74 N5 P645-50 Mar 1970

Descriptors: exceptional child research; mongolism; electroencephalography; clinical diagnosis

One or more electroencephalograms (EEGs) were recorded on 94 institutionalized mongoloids, one month to 41 years of age. EEG abnormality rates were higher than among nonretarded persons, but lower than those of most other groups of institutionalized retardates, and were age-related with most of the abnormality occurring during the childhood years. A variety of EEG abnormalities was seen, but they were not correlated with clinical findings. Seizures are less frequent among mongoloids than among most other groups of institutionalized retardates; EEG abnormalities are more frequent among those mongoloids who do display seizures than among those who do not. (Author)

ABSTRACT 21940

EC 02 1940 ED 036 919
Publ. Date 69 102p.
Craft, Michael
Speech Delay: Its Treatment by Speech Play.
EDRS not available
Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$5.50).

Descriptors: exceptional child education; retarded speech development; parent participation; language development; handicapped children; physically handicapped; emotionally disturbed; aurally handicapped; minimally brain injured; stuttering; mentally handicapped; mongolism; deaf; teaching methods; twins; multiply handicapped; speech therapy; self care skills; special schools; professional personnel

Directed to parents, the text discusses normal and delayed speech development and considers the causes of delay. Suggestions are given for helping deaf, emotionally disturbed, brain damaged, and physically handicapped children. Additional suggestions are provided for parents of twins, of stutterers, and of mongoloid or multiply handicapped children. Directions are given for teaching the right words and for handling difficult ones. Speech play at school and special, self care, speech situations are described; the art of conversation and the parents' relationship with professionals are discussed. Appendixes list a suggested first 50-word vocabulary, speech exercises, and materials and equipment. (JD)

ABSTRACT 22141

EC 02 2141 ED N.A.
Publ. Date Feb 69 248p.
Lukens, Kathleen; Panter, Carol
Thursday's Child Has Far to Go.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 (\$5.95).

Descriptors: physically handicapped; special health problems; aphasia; diabetes; mongolism; family relationship; family attitudes

Written in narrative form, the text contains four studies of handicapped children and the problems they and their families must face. The conditions discussed are aphasia, diabetes, mongolism, and osteogenesis imperfecta congenita. Emphasis is placed on the process of adjustment. (JM)

ABSTRACT 22170

EC 02 2170 ED N.A.
Publ. Date May 70 11p.
Kaplan, Arnold R.; Zsako, Steven
Biological Variables Associated with Mothers of Children Affected with G1-Trisomy Syndrome (Down's Syndrome).
EDRS not available
American Journal Of Mental Deficiency; V74 N6 P745-55 May 1970

Descriptors: exceptional child research; mentally handicapped; mongolism; biological influences; genetics; metabolism

Mothers of children affected with Down's syndrome have shown significantly higher incidences of positive family histories than either the affected children's fathers or other mothers, for mental retardation, selected congenital anomalies, and multiple malignancies. Both mothers and fathers of affected children, but not the siblings, have shown higher incidence of simian crease

than the general-population incidence. The mothers of affected children have shown higher incidences of low protein-bound iodine, positive cephalin-flocculation tests, thyroid autoantibodies, antinuclear antibodies, and high antistreptolysin-O titers. The variables are discussed in a context regarding increased predispositions for occurrence of G1-chromosome nondisjunction during ova-genic meiosis. (Author)

ABSTRACT 22240

EC 02 2240 ED N.A.
 Publ. Date Jan 70 11p.
 Fabia, Jacqueline; Drolette, Margaret
Malformations and Leukemia in Children with Down's Syndrome.
 Harvard School Of Public Health, Boston, Massachusetts;
 International Children's Center, Paris, France
 National Cancer Institute, Bethesda, Maryland;
 Public Health Service (DHEW), Washington, D. C.
 EDRS not available
 Pediatrics; V45 N1 Part 1 P60-70 Jan 1970

Descriptors: exceptional child research; anomalies; mongolism; physical characteristics; Leukemia

Cases of Down's Syndrome born alive from 1950-1966 in Massachusetts were studied for associated abnormalities. By organ system, the most frequent malformations were of the cardiovascular system followed by the digestive tract and the extremities. Results relating to maternal age, sex differences, and birth weight are reported. Of 2,421 infants, 23 cases of leukemia were found which were characterized by a high neonatal death rate, a shift over time in sex distribution and two cases of an excess in mosaics versus 3 expected. More of the mongoloids had three or more malformations than would be expected. (RJ)

ABSTRACT 22319

EC 02 2319 ED N.A.
 Publ. Date 64 8p.
 Hall, Richard C. And Others
Effects of Stimulus Word Similarity upon Discrimination Learning by Trainable Retarded Children.
 EDRS not available
 Pennsylvania Psychiatric Quarterly; V4 N4 P12-9 Win 1964

Descriptors: exceptional child research; trainable mentally handicapped; minimally brain injured; mongolism; discrimination learning; visual discrimination; reading; sight vocabulary; sight method

Eighteen mongoloid and 18 brain injured subjects, matched for mental age were tested to determine if the more dissimilar two words are in appearance, the more readily a discrimination will be made and also if subjects can associate the positive stimulus word with a pictorial representation. Subjects were presented with one of three simultaneous word discriminations. CAT was used as the positive stimulus; CAR,

CUP, and PIN were used as negative discriminanda. A cat picture was centered above the word stimuli. The low similarity discrimination worked the best performance. Chance performance was shown on the high similarity discrimination. There were no etiological differences. The seven subjects who mastered discrimination to criterion were tested for ability to verbalize cat in response to the word without the picture. Three of the subjects were able to do so immediately, and one day, and one week later. This procedure may suggest a technique for acquisition of a sight vocabulary by the institutionalized trainable mentally handicapped. (MS)

ABSTRACT 22371

EC 02 2371 ED N.A.
 Publ. Date Aug 67 13p.
 Zisk, Paulette Kender; Bialer, Irv
Speech and Language Problems in Mongolism: A Review of the Literature.
 EDRS not available
 Journal Of Speech And Hearing Disorders; V32 N3 P228-41 Aug 1967

Descriptors: exceptional child research; mentally handicapped; mongolism; psycholinguistics; language development; articulation (speech); language rhythm; voice disorders; oral communication; research reviews (publications)

Research on oral communication and mongolism is reviewed. Areas covered are as follow: symbolization, including psycholinguistic function and language development; articulation; rhythm; and phonation. A bibliography cites the 30 studies reviewed, which date from 1947 through 1965. (JD)

ABSTRACT 22996

EC 02 2996 ED N.A.
 Publ. Date Jul 70 4p.
 Talkington, Larry W.; Hall, Sylvia M.
Matrix Language Program with Mongoloids.
 EDRS not available
 American Journal Of Mental Deficiency; V75 N1 P88-91 Jul 1970

Descriptors: exceptional child education; mongolism; language instruction; concept formation; mentally handicapped; Matrix Games

Pre- and posttest measures were taken on Experimental and Control groups of mongoloids matched on IQ and CA. The Experimental group, which received the Matrix language training, made significant gains in the language and concept areas of sentences, total language, differences, similarities, missing parts and total concepts. The results supported the feasibility of such a procedure for the training of language and concept formation in such a population. (Author)

ABSTRACT 22997

EC 02 2997 ED N.A.
 Publ. Date Jul 70 10p.
 Francis, Sarah H.
Behavior of Low-Grade Institutionalized Mongoloids: Changes with Age.
 EDRS not available

American Journal Of Mental Deficiency; V75 N1 P92-101 Jul 1970

Descriptors: exceptional child research; mongolism; behavior change; institutionalized (persons); age; behavior patterns; mentally handicapped

Observations using a time-sampling method showed that with increasing age, low-grade institutionalized mongoloids exhibit an increase in self-oriented behavior, in postures, in rocking, and in diffuse movements, and a decreasing interest in the external world (as measured by the focus of their visual attention, manipulation of objects, and the amount of social contact in which they are engaged). More changes in behavior occur between the ages of four and 13 years and after 30 years than at other ages. It is suggested that the behavioral changes are due to institutionalization rather than to aging. (Author)

ABSTRACT 23213

EC 02 3213 ED N.A.
 Publ. Date 70 11p.
 Linford, Anthony G.; Duthie, James Hunter
The Use of Operant Technology to Induce Sustained Exertion in Young, Trainable Down's Syndrome Children.
 Office Of Education (DHEW), Washington, D. C.;
 Illinois Department Of Mental Health, Springfield;
 National Institute Of Mental Health, Bethesda, Maryland, Public Health Service
 EDRS not available
 OEG-0-8-001025-1777(032)
 Institute For Research On Exceptional Children, University Of Illinois, Urbana, Illinois 61801.
 Published In The Contemporary Psychology Of Sport, May 1970.

Descriptors: exceptional child research; trainable mentally handicapped; mongolism; behavior change; exercise (physiology); physical education; teaching methods

The behavior modification technique of chaining was used to teach two young trainable mongoloid children a three task endurance, strength, and motor skill circuit. Subjects were first taught to transfer blocks in a shuttle run involving a total distance of 160 yards. Reinforcement was food or candy. Second task required subjects to climb an inclined ladder, go through and down, then complete the shuttle run. Final item involved lifting and dropping a 10-pound ball, then climbing ladder and running shuttle. When primary reinforcement was withdrawn, male subject showed a decrement in performance. The next day, social reinforcement was withdrawn and extinction was complete. On successive days, primary and social reinforcement were withdrawn from female subject, but no performance decrease was shown even after two more days. Examiner was then removed from room, and extinction occurred after two days. Behavior was brought under stimulus

control again by reintroducing reinforcement. Study shows sustained high level exertion can be brought about in trainable children. Charts provide data on time required for shuttle runs, time required for circuit, and post-exercise heart rates. (MS)

ABSTRACT 23307

EC 02 3307 ED N.A.
Publ. Date 70 8p.

Weinberg, Bernd; Zlatin, Marsha
Speaking Fundamental Frequency Characteristics of Five-and Six-Year-Old Children with Mongolism.

National Institute Of Child Health And Human Development, Bethesda, Maryland, Childrens Diagnostic And Study Branch;

National Institute Of Dental Research, Bethesda, Maryland

EDRS not available

Journal Of Speech And Hearing Research; V13 N2 P418-25 Jun 1970

Descriptors: exceptional child research; mentally handicapped; speech skills; mongolism; voice disorders; electronic equipment

Spontaneous speech samples of 27 children with trisomy-21 type Down's syndrome and 66 normal children were tape recorded and analyzed for mean fundamental frequency, standard deviation, and range. Results indicate that the mean speaking fundamental frequency (SFF) level for the sample of children with mongolism was significantly higher than the mean SFF level for the control sample. Approximately 50% of the children with mongolism had mean SFF levels exceeding the highest mean SFF level of their matched controls. In only two cases did the mean SFF for a child with mongolism fall below the mean SFF level for control children of the same age and sex. No child with mon-

golism exhibited a mean SFF level below the lowest mean SFF for any control subject. The subject in question is the clinical observation that children with mongolism typically have low voice fundamental frequency levels. (Author)

ABSTRACT 23527

EC 02 3527 ED N.A.
Publ. Date 70 4p.

Evans, Jack L.
Control of Infectious Diseases Other Than Rubella.

EDRS not available

Australian Journal Of Mental Retardation; VI N1 P19-22 1970

Descriptors: mentally handicapped; infectious diseases; prenatal influences; biological influences; communicable diseases; anomalies; mongolism; etiology

Prenatal and postnatal infectious diseases resulting in mental retardation are described. Aspects of prenatal infections discussed include the portal of entry (transplacental or cervico-amniotic), the mode of spread, maternal immunity, placenta effectiveness, fetus reaction, and the virulence of the micro-organisms. Effects of toxoplasmosis, syphilis, herpes simplex, and postnatal viruses such as encephalitis, measles and mumps are also described. Facts and hypotheses relating to the nature and causes of Down's syndrome are presented. (RD)

ABSTRACT 23572

EC 02 3572 ED 042 305
Publ. Date 69 113p.

Rhodes, Leanne And Others

A Language Stimulation and Reading Program for Severely Retarded Mongoloid Children: A Descriptive Report. California Mental Health Research Monograph No. 11.

California State Department Of Mental Hygiene, Sacramento, Bureau Of Research
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; language development; institutional environment; enrichment programs; language skills; language instruction; reading instruction; intellectual development; program descriptions

A longitudinal research study of the growth and development of 10 severely mentally handicapped mongoloid (Down's Syndrome) children reared together in a state hospital was conducted. They were tested regularly on the same scales, providing comprehensive histories of mental, psychomotor, and physical growth. When comparison with similar children reared at home emphasized the declining developmental patterns of the institutionalized group, an environmental stimulation program (eventually including reading) was designed to overcome their relative retardation. Intensive language stimulation training was the focal point. Described are means used to make the environment more stimulating, better structure daily routine, and motivate staff. Initial language stimulation and articulation training is outlined, including modifications made as the program progressed. Aspects of reading training and instruction are summarized. Findings thus far show improvement in articulation, greater expressive use of language, more extensive receptive language, significant increase in intellectual ability, and ability to read and enjoy simple books. Asocial behaviors have almost disappeared and destructive, random, or stereotyped acts have decreased. (KW)